DOCUMENT RESUME

ED 404 464 CE 073 396

TITLE	Increases in Knowledge: Equity Standards.
INSTITUTION	Montclair State Univ., Upper Montclair, NJ. Career Equity Assistance Center for Research and Evaluation.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE	96
NOTE	6p.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	New Jersey Research Bulletin; n19 Spr 1996
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Adult Programs; Comparative Analysis; *Displaced Homemakers; *Educational Equity (Finance); Improvement; *Knowledge Level; *One Parent Family; *Outcomes of Education; Pretests Posttests; Program Effectiveness; State Standards; State Surveys; Statewide Planning; Vocational Education
IDENTIFIERS	Carl D Perkins Voc and Appl Techn Educ Act 1990; Knowledge Development; *New Jersey

ABSTRACT

In 1996, the effectiveness of New Jersey's Perkins Act-funded single parent/displaced homemaker and gender equity programs were evaluated through a 20-question equity standards survey. The survey was administered to all clients before each program began and 6 weeks after completion of those portions of the programs pertaining to equity standards. Matched pretest and posttest scores were obtained from 261 program participants. Of those participants, 77% were female, 38% were Caucasian, 37% were Black, and 21% were Hispanic. The participants ranged in age from 14 to over 46 years old. A sizable percentage (15.7%) were 16 and 17 years old. For the second consecutive year, all racial, gender, and age groups of participants studied scored significantly higher on the posttest than on the pretest. As a group, the participants answered 77% of the posttest questions correctly. Caucasians achieved the highest mean pretest and posttest scores. Although Hispanics had the lowest mean pretest score, they had the second highest mean posttest score. Participants in the 18-19 age group achieved the highest mean posttest score. Single participants had the lowest mean pretest score but demonstrated significant improvement on the posttest. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 404 464

INCREASES IN KNOWLEDGE: EQUITY STANDARDS
RESEARCH BULLETIN NO. 19

CAREER EQUITY ASSISTANCE CENTER FOR RESEARCH AND EVALUATION
MONTCLAIR STATE UNIVERSITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J Citi-Bianco

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE073396

BEST COPY AVAILABLE

RESEARCH BULLETIN

NEW JERSEY CAREER EQUITY ASSISTANCE CENTER FOR RESEARCH AND EVALUATION

Spring, 1996 LIFE SKILLS CENTER, MONTCLAIR STATE UNIVERSITY Research Bulletin No. 19

INCREASES IN KNOWLEDGE: EQUITY STANDARDS

Joan D. Bernstein, Ed.D.
Project Director
Joanne Coté-Bonanno, Ph.D.
Project Director
Linda B. Reilly, Ph.D.
Principal Investigator
Jerry Carver, M.A.
Project Coordinator
Marjorie E. Doremus, Ph.D.
Project Coordinator

During program year 1996, single parent/ displaced homemaker and gender equity programs funded through the Carl D. Perkins Act in New Jersey conducted a series of evaluations designed to assess the effectiveness of the programs. The results were analyzed independently by the Career Equity Assistance Center for Research and Evaluation at Montclair State University (CEAC). This bulletin represents one in a series of four reports on test results obtained during program year 1996.

Significant increases were found in the knowledge of equity standards for all participants combined and for most categories analyzed. The level of knowledge for all participants combined and for most categories was high following program participation.

Other bulletins in this series present results of testing for self esteem, knowledge of technical careers and sex role stereotypes.

PROGRAM PARTICIPANTS CONTINUE TO INCREASE KNOWLEDGE OF EQUITY STANDARDS

This bulletin reports changes in knowledge concerning equity standards of participants in single parent/displaced homemaker and gender equity programs funded by the Carl D. Perkins Vocational and Applied Technology Education Act P.L. 101-392 sex equity set aside, during program year 1996. These standards encompass subject matter areas such as bias, discrimination and harassment. Increasing knowledge levels can benefit both males and females personally and professionally by providing options to consider in career planning.

Programs funded by the Perkins sex equity set aside provide a variety of services designed to increase knowledge of equity standards. In New Jersey, these programs are administered by the Office of Bilingual Education and Equity Issues of the New Jersey Department of Education.

BACKGROUND

Awareness of basic terms and concepts is a beginning step in equity education. Standards provide a uniform basis for the development of programs that encompass a range of activities and strategies.

Equity standards have been developed in response to the requirements of the Perkins Act to develop performance standards for programs

in vocational education. The process for standard development has varied. In Ohio, equity standards for Perkins funded programs were developed through a review process that utilized practitioners from a wide variety of fields (Lewis, 1992). Initial draft standards were presented to the Committee to Review Standards for initial comments and revisions. A review panel composed of additional practitioners refined successive drafts.

In New Jersey, statewide gender equity standards cover a wide range of subjects including sex bias, sex discrimination and sexual harassment. Standards also identify laws and regulations pertinent to gender equity.

During program year 1995, the participants in programs for displaced homemakers and gender equity programs in New Jersey had increased scores on the Equity Standards Survey (Bernstein, Coté-Bonanno, Reilly, Carver and Doremus, 1995). Knowledge concerning sex equity increased as a result of program participation for all participants combined and most categories evaluated.

METHOD OF STUDY

The Equity Standards Survey was developed by the New Jersey Gender Equity Coordinator based on review of gender equity manuals and in cooperation with the statewide equity coordinators, the New Jersey Gender Equity Advisory Committee and the staff of the three statewide Career Equity Assistance Centers. The survey consists of 20 questions, pertaining to knowledge of several different aspects of equity. Each item was scored for correctness with a total possible score of 20.

Survey forms were administered to all clients prior to the beginning of any program. Post tests were administered six weeks after the completion of that part of the program pertaining to equity standards. Completed tests were scored by program personnel and the results forwarded for analysis to the CEAC for Research and Evaluation at Montclair State University.

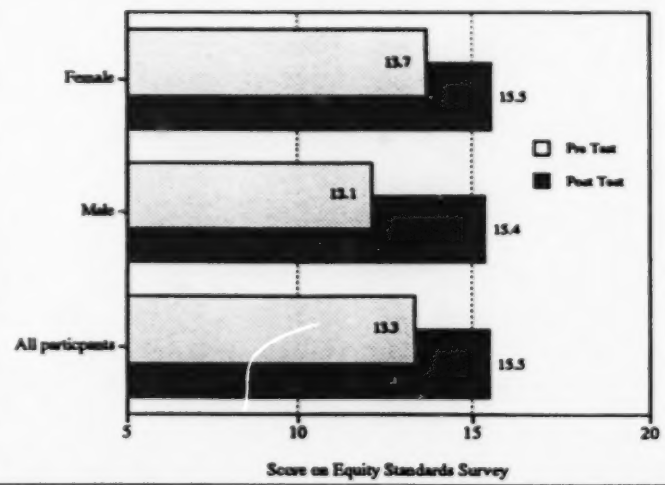
Mean test scores were significantly higher on the post test than on the pre test for:

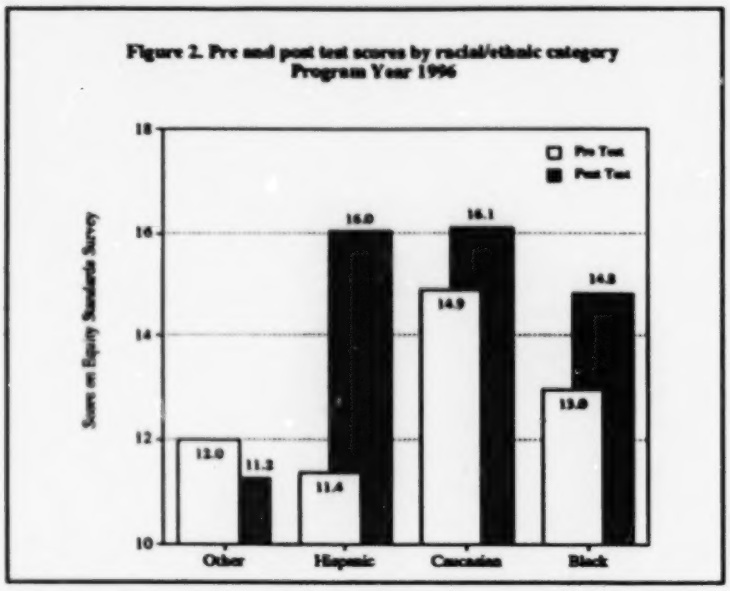
- **all participants combined,**
- **both males and females,**
- **participants who were Caucasian, Black and Hispanic,**
- **participants between 14 and 45 years; and**
- **participants who were single, married or separated.**

FINDINGS

Matched pre and post test scores were obtained from 261 program participants during program year 1996. Seventy seven percent of the participants were female. Participants ranged in age from 14 to over 46 years of age with a large cluster (15.7%) between 16 and 17 years of age. Thirty eight percent of participants classified themselves as Caucasian, 37% as Black and 21% as Hispanic.

Figure 1. Pre and post test scores for all participants and by gender Program Year 1996





Males had lower mean scores on the pre test than females. Although the males had a greater increase in scores between the pre and post test, their mean post test score was still lower than the mean post test score for females. (See Figure 1.)

The participants' scores on the post test reflected a high level of knowledge concerning equity competencies. The mean post test score for all participants combined was 15.4 or 77% correct.

Mean pre test scores were highest for participants who classified themselves as Caucasian (M14.9). The mean post test score for this ethnic group was also the highest (16.1), which represented a response rate of 81% correct.

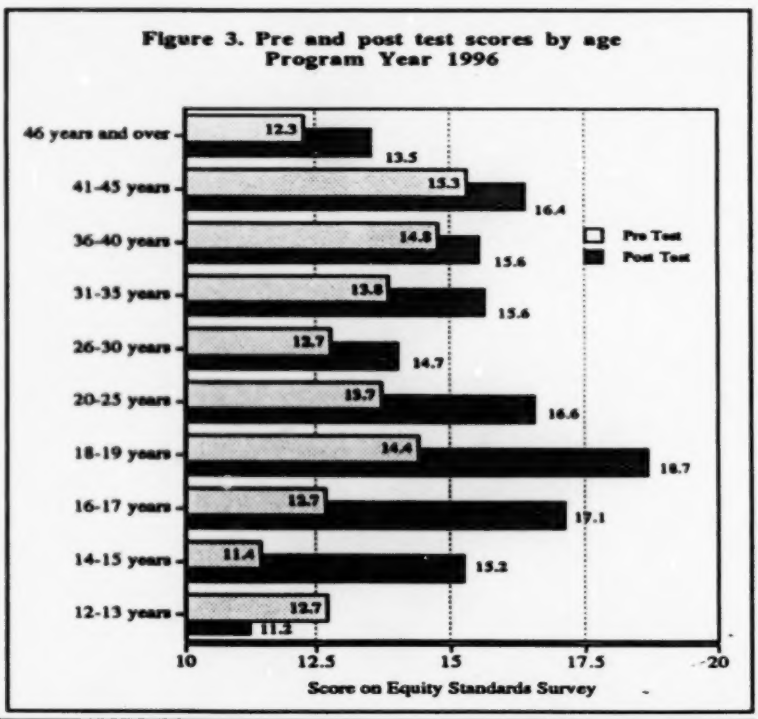
Participants who classified themselves as Hispanic had the lowest mean pre test score (M11.4). After program participation, this group had the second highest mean post score (M16.0), 80% correct. (See Figure 2.)

For program year 1996, the highest mean post test score was for participants who were 18-19 years of age (M18.7), which equalled 93% correct. Two age ranges had high mean post test scores: 16-26 and 31-45 years of age. (See Figure 3).

When results were analyzed by marital status, the single participants had the lowest mean pre test score (M13.0), but their post test score (M15.5) was significantly higher. Participants who were widowed had the highest mean post test score (M16.2). Although this group increased from the pre test (M13.8), the change was not significant because of the small number in this group.

DISCUSSION

For the second consecutive year, all groups of participants in the Perkins funded equity programs in New Jersey showed an increase in score between the mean pre and the mean post



Participants with the highest level of knowledge of equity competencies after completing the program included:

- **females, 78% correct;**
- **Caucasians, 81% correct, and Hispanics, 80% correct;**
- **participants 18-19 years of age, 93% correct; and**
- **widowed participants, 81% correct.**

test scores on the Equity Standards Survey. A comparison of results of program years 1995 and 1996 show continued success in increasing knowledge for most groups studied.

The mean post test scores for all participants taking the Equity Standards test for program years 1995 and 1996 were nearly equal. In 1995 and 1996, the mean post test score for all participants equaled a correct response rate of 76%.

Increases in knowledge for both males and females were significant for both years. Similarly, the increase between the mean pre and post test scores were significant for participants who classified themselves as Caucasian, Black or Hispanic in both program years 1995 and 1996.

Significant increases in knowledge of equity standards was found in all but two of the age ranges evaluated during these two years. The number of age ranges with mean post test scores over 15 (75% correct), increased from four in program year 1995 to seven in program year 1996. The mean post test scores of the age ranges, 16-17 years and 18-19 years, were considerably higher in 1996 than in 1995. Mean post test scores for all other age groups except for those 46 years and over were also higher in program year 1996 than in program year 1995.

RECOMMENDATIONS

In New Jersey, the programs funded through the Perkins Vocational and Applied Technology Education Act sex equity set aside provide a wide range of services to their participants. For a second consecutive program year, evaluation has shown that these services increase the knowledge of the participants concerning equity standards and that the level of knowledge attained is high.

Services offered by the single parent/displaced homemaker and sex equity program which address knowledge of equity standards include:

- Saturday workshops that explore nontraditional careers;
- nontraditional role model panels;
- ASETS (Achieving Sex Equity Through Students);
- seminars and workshops on exploring career options; and
- model programs using the New Beginnings Survival Skills curriculum.

The importance of gender equity has been emphasized by its inclusion in *The Strategic Plan for Systemic Improvement in Education in New Jersey*. **Equity programs in New Jersey should be continued and expanded so that more participants can enjoy their benefits.**

Bibliography:

Bernstein, J.D., Cost-Bonanno, J.F., Reilly, L.B., Carver, J. and Doremus, M.E. (1995). *Program participants increase knowledge of equity standards*. Research Bulletin No. 12. Upper Montclair, NJ: Montclair State University.

Lewis, M. V. (1992). *Proposed performance standards for comprehensive support services and vocational equity grants*. Columbus, Ohio: Ohio State University, Center for Education and Training for Employment.

CAREER EQUITY ASSISTANCE

Patricia A. Mitchell, Ph.D.
Equity Coordinator
Office of Bilingual Education and Equity Issues
CN500
Trenton, NJ 08625-0500
(609) 292-659

Training
Trenton State College
Hillwood Lakes
CN 4700
Trenton, NJ 08650
(609) 771-2816

Research and Evaluation
Montclair State University
Life Skills Center
Upper Montclair, NJ 07043
(201) 655-4172

Marketing and Resources
Middlesex County Vocational and Technical Schools
618 New Brunswick Ave.
Perth Amboy, NJ 08861
(908) 293-0510